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Policy

The *PASAA* Journal (*PASAA*) is a scholarly, peer-reviewed language journal of the Chulalongkorn University Language Institute (CULI), Thailand. It is the oldest professional English language teaching (ELT) journal in the country. The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

PASAA publishes two issues annually and aims at publishing articles on a wide range of topics relevant to current ELT enquiry. This includes second and foreign language learning and teaching, materials development, curriculum design and development, language testing and assessment, language program evaluation, identities in second and foreign language learning and teaching, critical pedagogy, and teacher training and professional development.

PASAA welcomes submissions in four categories: research articles, academic articles, short discussion articles, and book reviews. All submitted manuscripts will go through the double-blind review process, and they will be evaluated by at least two reviewers. It is important to note that *PASAA* will not tolerate any form of plagiarism, or unethical writing or publishing practices.

No payment will be made for any contribution, but the authors will receive two complimentary copies of the journal in which their article appears.

The views expressed in *PASAA* are those of the contributors and not necessarily shared by the Editor, Editorial Committee, Editorial Board, or Publisher.

Editor's Note

In this issue of *PASAA*, we are delighted to present a rich assortment of theoretical and practical insights from language researchers and practitioners working in a range of local settings and conditions. The issue features nine articles, which will keep our readership abreast of the dynamic developments and current trends in the fields of TESOL and applied linguistics.

The first four articles report on recent research projects conducted in English as a foreign language context. Drawing on self-efficacy theory, the first study by Dumrong Adunyarittigun aims at developing and field-testing a scale for measuring the self-perception of readers of English as a foreign language. Another study by Raveewan Wanchid compares the effects of different sequences of types of feedback and different levels of general English ability on the students' writing ability, as well as the interaction effects of these two variables. Whilst the first two studies focus on undergraduate students, the study by Sirawit Apairach and Jutarat Vibulphol examines the beliefs about language learning of Thai secondary school students. These three studies, with their empirical findings and theoretical frameworks, should yield insightful information that proves useful for teachers seeking ways to make their professional pursuits more rewarding. Meanwhile, the fourth study by Parvin Safari and Nasser Rashidi, which is situated in the interpretivist paradigm, explores EFL teachers' practical constraints and barriers in applying the postmethod condition as a new EFL pedagogy in Iran.

We are also privileged to receive an interesting theory-driven article from Siusana Kweldju. Her article discusses the theoretical underpinnings of neurobiology for reading, augmented with a comprehensive review of empirical research findings from neuroscience laboratory research. The article can successfully introduce those new to the field of neurobiology to the possible implementation of neuroscience in researching reading processes.

This issue also offers two idea-sharing articles in which research experience and teaching techniques are introduced and discussed. Aiming at providing academic writing teachers with practical suggestions on teaching reporting verbs, Woravut Jaroongkhongdach compared the reporting verbs used by expert researchers and novice researchers in the field of applied linguistics. Oleg Tarnopolsky shares with us his hands-on experience in teaching ESP to university students in Ukraine. His article places emphasis on the discussion of teaching activities that can be used to create opportunities for students to construct their own target language communication skills necessary for their professional communication.

In every issue, we also include reviews of recently-published books. Those interested in experimental research should not miss reading a review by Chanisara Tangkijmongkol entitled *Experimental Research Methods in Language Learning*, a reader-friendly book authored by Aek Phakitti. Sasithorn Limgomolvilas introduces us to *Assessment Myths*, a handy and informative book by Lia Plakans and Atta Gebril. According to the reviewer, this book can serve as a useful resource for those interested in designing, developing, and administering appropriate language assessment tasks.

On a final note, with the various perspectives and theoretical considerations presented, we hope that our readers will find this issue of PASAA pedagogically useful for their academic and professional pursuits.

Pramarn Subphadoongchone

Editor